**Powers’ PLC Reflection: Solid Figures**

*Mrs. Powers, Ms. Mencer, Mrs. Rischer, Mrs. Henderson*

1. **What was your favorite part of the lesson and why?**

\*Discovering solids using features. Effective in making students really think about the parts of each solid figure.

\*The mystery bags were fun at the end…students were excited to see if they were “correct”.

1. **How effective was the lesson in meeting the objective? What was most effective?**

**\***Objectives were met, agreed by all.

\*Most effective #1: Hands on group work.

\*Most effective #2: One teacher added photographs of everyday objects to compare solids…students could connect lesson to real world and how it relates to architecture, as well.

1. **What parts of the lesson would you change? Why?**

#1. Mystery bags at beginning of lesson to assess prior knowledge.

#2. Work in pairs, rather than groups.

#3. Add vocabulary/terms lesson.

#4. Extend lesson over a few days, because presentation of all components, including powerpoint took much longer than anticipated. (Most teachers did this anyways.)

1. **Were there any parts that needed more explanation or time? How did you handle these situations?**

\*Students wrote terms, characteristics and glued pictures of solids in their journals, as homework for reinforcement.

\*Only used parts of the powerpoint to shorten the lesson.

1. **Did your students find the lesson meaningful and worth completing?**

\*Everyday object pictures meaningful and relatable to students.

\*Yes, students loved working with and handling the solid figures.

\*Yes! Some students suggested they make their own mystery bags using objects from home.